

DOCUMENT RESUME

ED 467 251

EF 006 125

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TITLE Surrounded by Safety: A Crime Prevention through Environmental Design (CPTED) Handbook for Youth. YWCA Handbook.
INSTITUTION Youth Crime Watch of America, Miami, FL.
SPONS AGENCY Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE 2001-00-00
NOTE 45p.; Some photographs may not reproduce clearly.
CONTRACT 2000-JP-FX-K001
AVAILABLE FROM Youth Crime Watch of America, 9300 S. Dadeland Blvd., Suite 100, Miami, FL 33156. Tel: 305-670-2409; Web site: <http://www.ycwa.org>.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS *Crime Prevention; Delinquency; *Educational Facilities Design; Elementary Secondary Education; Physical Environment; School Maintenance; *School Security; Schools; *Student Role; Vandalism; Violence

ABSTRACT

This handbook introduces students to essential elements of preventing crime at school by making sure the design, use, and upkeep of the facility do not provide opportunities for criminal behavior--crime prevention through environmental design (CPTED). It discusses how to identify problem areas and the steps to take to make sure these problems are corrected. The handbook provides: (1) instructions for conducting a physical assessment of the school; and (2) guidance for delivering the results to administrators, faculty, and parents. The focus is on commonly used strategies that fall within the realm of student influence. Ideas are given for improvement activities and projects that can be undertaken by students, given the proper authority and guidance. Following an introduction, the handbook's sections discuss CPTED, natural surveillance, access management, territorial reinforcement, physical maintenance, and order maintenance, and discuss resources for proceeding with projects. (EV)

ED 467 251



Surrounded by Safety

*A Crime Prevention Through Environmental Design
(CPTED) Handbook for Youth*

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Acknowledgements

Sherry Plaster Carter of Carter and Carter Associates of Sarasota, Florida authored this pathbreaking document on youth involvement in school-focused crime prevention through environmental design. Sherry and Stan Carter have been leaders in CPTED for many years. Their bold thrust to include youth as part of this powerful crime prevention strategy is deeply appreciated by Youth Crime Watch of America and all our youth who will benefit. Youth Crime Watch of America also wishes to thank the other CPTED practitioners who have backed youth involvement in the strategy.

Christine McLaughlin of Miami provided the editing for this document. Denise Soler of Denver, Colorado did the design and layout.

The Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, United States Department of

Justice has played an important leadership role in providing products like this manual for the delinquency prevention field. Special thanks are due to OJJDP's Program Officer for Youth Crime Watch of America, Scott Pestridge, who provides a high level of enthusiasm for growth and accomplishment and who likewise insists on a high standard of work. Thanks are also due to Acting Administrator of the Office of Juvenile Justice and Delinquency Prevention, Terrence S. Donahue, who has been an advocate and a leader for youth-led crime prevention for a generation, and Deputy Administrator William Woodruff.

This handbook, as well as the handbooks for the nine optional components of the Youth Crime Watch of America program, are available for purchase in the YCWA Materials and Resources Catalogue.

YCWA HANDBOOK



Surrounded by Safety

*A Crime Prevention Through Environmental Design
(CPTED) Handbook for Youth*

Youth Crime Watch of America (YCWA) is a non-profit, tax exempt (501) (c) (3) organization whose principal purpose is to help youth to prevent crime, drugs and violence in their schools and communities.

This publication was supported by Cooperative Agreement #2000-JP-FX-K001, administered by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. The Assistant Attorney General, Office of Justice Programs coordinates the activities of the following offices and bureaus: Bureau of Justice Assistance, Bureau of Justice Statistics, National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime. Points of view or opin-



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I Introduction

Surrounded By Safety:

A Crime Prevention Through Environmental Design (CPTED) Handbook

for Youth introduces the essential elements of preventing crime at your school by making sure the design, use and upkeep of the facility do not provide opportunities for criminal behavior. Many of the suggestions presented could also apply to a community center, library, or other public gathering site. The goal of **Surrounded By Safety** is both protection from crime and removing opportunities for crime. You will learn that relatively minor adjustments to lighting, landscaping (trees, etc.) maintenance routines and other matters can make your school a much safer and more inviting place to be. Not every school will need to implement every suggestion in this handbook. You may find yourself meeting with your principal or school system administration to hand over a list of recom-

mendations that are beyond your means. Whatever measures you can implement will be an important investment in the safety of your school and your fellow students. The best place to start is with a site survey, described within the manual, and move forward from there to determine what youth at the school can accomplish and what must be turned over for the school administration to implement.

Youth Crime Watch of America (YCWA),

the producer of this manual, finds its roots in the Youth Crime Watch program started in 1979 as part of Citizens Crime Watch of Miami-Dade County, Florida. These original initiatives arose, like many good things, out of tragedy: the rape of a 12 year-old girl on Halloween night, 1974. The first Youth Crime Watch program was successfully implemented at North Miami Beach

Senior High School. In that pilot year, students helped reduce their school's drug problem by more than half. Other crimes dropped significantly as well. But most importantly, students learned that they could change their situation for the better by taking an active role in their school and community.

Subsequently, in 1986, **Youth Crime Watch of America, Inc.** was established as a nonprofit organization in order to support and spread the Youth Crime Watch expansion effort throughout Florida, the United States, and now, the world. Consequently, in the State of Florida

"...relatively minor adjustments to lighting, landscaping (trees, etc.) maintenance routines and other matters can make your school a much safer and more inviting place to be."

where it began, Youth Crime Watch has been supported by the Office of the Florida Governor, the Florida State Legislature, the Florida Departments of Education and Juvenile Justice, and numerous local agencies and corporations. On the federal level, YCWA has been

funded by the Office of Juvenile Justice and Delinquency Prevention, United States Department of Justice. YCWA has received national recognition from Presidents Reagan, Bush, and Clinton, and was named an Exemplary Program of Excellence by the U.S. Department of Education.

YCWA continues to expand geographically, sharing and implementing its vision for youth-led prevention of crime, drugs, weapons, gangs and other violence through positive peer pressure and prevention education. YCWA will accomplish this by empowering youth, enabling them to take an active role in addressing crime and violence in their schools and communities.

Our contention is that youth are an untapped resource for community building and crime and violence prevention. Involved youth working with committed adults builds healthier communities. Incorporating youth into a crime and violence prevention initiative helps to engender a sense of shared enterprise with adults, teachers, police offi-

cers, and leaders in a community. Youth want the same things adults want, but often lack the expressed support of the adults around them. With no one to turn to and no positive examples to follow, youth may be tempted to become involved in criminal activity. But given a forum in which youth can articulate their desire for a safe place to live and learn, and the encouragement to do something to achieve that goal, youth respond and indeed prosper.

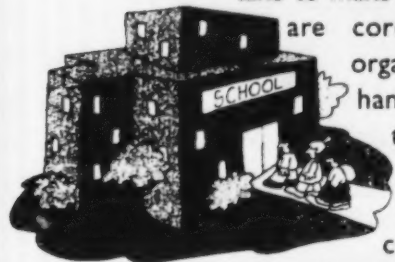
Adults who offer their support of youth-led initiatives help to create an atmosphere in which youth and adults share goals rather than act as adversaries. Youth who are involved in their schools and communities reach a vulnerable part of the population, act as role models and thereby generate momentum and a broad base of youth support. These involved youth also develop critical leadership skills that help them to become productive, leading citizens and enhance their school and community life even at a young age. They learn that they do not have to wait for adult-

hood in order to affect the world around them, and that affecting the world begins with affecting one's immediate community. And they learn that they can start now.

To make its impact through our youth, YCWA advocates a youth-led crime prevention initiative that involves nine components: Crime Reporting; Youth Patrols; Drug, Violence, and Crime Prevention Education; Bus Safety; Mentoring; Conflict Resolution; Mediation; Peer and Cross-Age Teaching; and finally, Action Projects. Each of these nine components overlap and are linked. Experience shows that the successful implementation of several of these components will almost certainly result in a stronger, more vital community that includes participation across age groups.

III Surrounded by Safety

Surrounded By Safety (SBS) is a Youth Crime Watch of America (YCWA) viewpoint that the students have the ability to detect and implement changes that need to be made in their school or on their school grounds to either greatly enhancing safety or providing opportunities for crime. Your school and school grounds can help protect students from crime, or provide opportunities for crime, depending on how well they are designed, used and maintained. Addressing these issues or stopping problems before they start are a powerful factor in youth-lead crime prevention. This handbook shows you how to identify problem areas and lets you know the steps you can take to make sure these problems



are corrected. Any youth organization can use this handbook to improve the safety and security of their school, church, community center, library, or public gathering place, with appropriate adult awareness and approval from the owners of the facility.

Right in your community, most likely, there are law enforcement officers, urban planners, architects and community activists who use these ideas when they are building or renovating facilities and want to enhance safety. They refer to these ideas as "Crime Prevention Through Environmental Design," or "CPTED." "Surrounded by Safety" is a version of CPTED that youth can practice to



improve and enhance the safety and comfort of their own schools. It is the first and only known CPTED handbook for youth in America.

In this manual, YCWA has boiled down the terminology to put a plan into your hands for putting the ideas behind CPTED to work at your school. At the same time, you will become familiar with the language used in the field and be introduced to "tools", such as surveys and checklists, that are used by professionals dealing with CPTED matters, so that you can communicate with the administration and authorities who will help you resolve safety issues in the "universal language" of the CPTED field. Examples, ideas and additional resources for implementation are included.

The foundation of this handbook is to provide students and advisors with:

1. Instructions for conducting a physical assessment of your school.
2. Guidance for delivering the results to administrators, faculty and parents.

There is a wide range of strategies that can be used to enhance safety and build a sense of security. Many strategies, such as changing the design of your school building or shifting a major traffic pattern, are beyond what students can implement. However, students may be instrumental in getting these issues resolved by calling them to the attention of authorities and following up with school administration to be sure the problems are addressed. This handbook will focus on commonly used strategies that fall within the realm of student influence. Ideas are given for improvement activities and projects that can be undertaken by students, given the proper authority and guidance.

SBS and Your School Environment

Many common problems at schools can be resolved or reduced with changes in the physical environment and in how we use the physical environment. These problems include but are not limited to the following:

- ◆ Various forms of intimidation
- ◆ Verbal and physical confrontations
- ◆ Use of unlawful substances such as cigarettes, drugs and alcohol
- ◆ Vandalism, including graffiti and other forms of destruction
- ◆ Trespassing by former, suspended or non-students
- ◆ Thefts and robberies
- ◆ Sexual advances and sexual assaults
- ◆ Brandishing of weapons

Graffiti

These offenses can be discouraged and reduced by making sure there all areas of the campus can be easily viewed, by control-

ling access to the grounds, buildings and various portions of the school, and by clearly communicating expectations. Additionally, the appearance and upkeep of the school and school grounds can have an influence on how the campus is treated by both outsiders and the school population. When the school property boundaries are clearly defined, trespassing is reduced. Students and visitors will treat an attractive, well-kept campus with respect.

There is a direct relationship between the environment, behavior and our sense of safety. For instance, crowded conditions lead to an increase in aggressive behavior, such as



name calling or pushing, which can then lead to more serious incidents. These fights or assaults tend to be carried out in areas

where the aggressor is least likely to be seen or apprehended. By relieving the crowding or other frustrating physical conditions while reducing areas that are not easily monitored, schools can lessen the likelihood of serious problems. Likewise schools can create an environment that is comfortable and feels safe by maintaining physical order and by adding elements that make everyone feel better, such as trees or artwork.

There are many possibilities to improve the comfort and safety of a school by adjusting physical elements and policies. These possibilities are known as CPTED strategies.

What is CPTED?

The basic premise of CPTED is that the design and use of the physical environment directly effects human behavior, which in turn, influences:

- ◆ Opportunities for crime.
- ◆ Fear of crime.
- ◆ Quality of life.



The phrase "CPTED" was coined by Professor C. Ray Jeffery and made popular by criminologist Timothy Crowe. The National Crime Prevention Institute defines the CPTED concept as:

The proper design and effective use of the built environment can lead to a reduction in the incidence and fear of crime, and an improvement in the quality of life.

SBS/CPTED Elements

The goal of SBS is to apply CPTED ideas to schools, creating surroundings where students, teachers, staff and visitors feel safe and are safe. To accomplish this, we use five basic elements, which are summarized below.

SBS/CPTED Elements

1. Natural Surveillance: the design and placement of physical features, such as windows, doors, landscaping, etc., in such a way as to reduce hiding places and remove limitations to visibility; the placement of persons or activities to enhance opportunities for casual surveillance; the lighting of entrances, exits, walkways and other public spaces at night.

2. Natural Access Management: the use of signs, fencing, landscaping and lighting to guide the coming and going of people from one space to another. These elements make

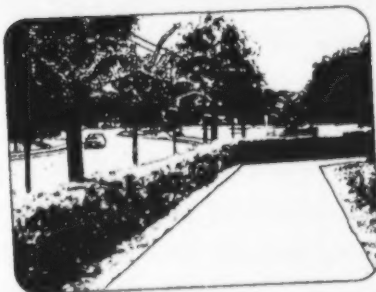


it clear where people are supposed to travel, thereby increasing emergency response time and increasing comfort levels so people

don't feel lost. Additionally good access management prevents people from entering off-limit areas and makes it more noticeable when they do. Barriers to access may be symbolic, such as roped-off areas or real, such as fencing and the use of locks.

3. Territorial Reinforcement: the use of physical elements to express ownership, such as fences, pavement treatments, signs, landscaping and artwork; marking off private space from places that are open to the public some or all of the time; reducing any "unassigned space"; and making sure all spaces have a clearly marked purpose, are cared for and monitored.

4. Maintenance. The general upkeep of your school is not only a matter of convenience!



If light bulbs burn out and are not replaced, criminals have new hiding places. Broken equipment and other items that are easily visible can invite acts of vandalism. Overgrown bushes can be a place for criminals to crouch and ambush victims, and overgrown trees can make it easy to break into second-story windows. Missing lights and neglected trees and bushes can also be traffic hazards when walking or driving on the school grounds. Maintaining your school and school grounds is another way to express ownership and pride.

5. Order Maintenance. Maintaining order in your school and on the grounds, by quickly paying attention to littering, graffiti and other vandalism, gambling, evidence of alcohol, tobacco and other drugs, noise, speeding cars and illegal parking, is an important preventive step. When your school rejects disorderly behavior and other minor negative acts, it can help stop these problems from becoming worse and decreases the likelihood that these minor incidents will snowball into drug deals, weapons violations, and other dangerous crime.



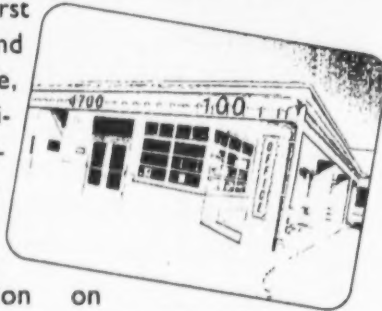
Each of the five elements will have a chapter dedicated to it, with a more detailed explanation and photographic examples. At the end of each chapter we have provided a checklist for conducting an evaluation of the how your school "measures up" on the SBS/CPTED element, which you can use to assess your school, the school grounds and the immediate surrounding areas.

Natural, Organized and Mechanical Strategies

SBS emphasizes the use of the common physical elements and normal activities at your school as the first step in creating and maintaining a safe, orderly and caring environment. This handbook will focus on natural strategies, but we will provide brief summary information on organized and mechanical strategies to help you identify problem areas that need to be passed along to school administrators or other authorities so that they can take action.

Natural Strategies: The intentional use of these common attributes and normal activities are referred to as "Natural" strategies. They include the following:

- ◆ **Physical elements.** The design and placement of windows, doors, corridors, lights, side walks, landscaping, artwork, signs, parking, roadways, drive ways, fencing, assembly areas and other physical components of the school campus.
- ◆ **Activities.** The placement of visitor check-ins, administrative offices, outside dining areas, staff parking, teacher's lounge, school resource office and parking area, physical education activities, parental drop-off and pick-up and other normal activities that take place on campus.



Organized Strategies: Organized supervision and policies that enhance safety and security are a natural "next step" once Natural strategies are implemented. Examples include:

- ◆ **Man (and woman) power:** Supervision activities performed by school administrators, faculty, law enforcement such as a School Resource Officer, parent volunteers and student volunteers such as the Youth Crime Watch of America group.
- ◆ **Policies.** The establishment of rules and regulations regarding activities such as visitor check-in; back-pack and locker use; arrival and departure procedures; after-school use; and graffiti abatement.



Mechanical Strategies: Mechanical strategies are commonly referred to as "target-hardening." Mechanical strategies use hardware and technology to protect property and people from would-be intruders, to discourage unacceptable behavior and to reduce the introduction of weapons onto campus grounds. Mechanical strategies are an ideal complement to a school site where Natural and Organized strategies have been established. Examples include:

- ◆ **Hardware.** The use of locks.
- ◆ **Technology:** The use of alarms, surveillance cameras, closed circuit television, and metal detection technology.

Benefits of SBS Strategies



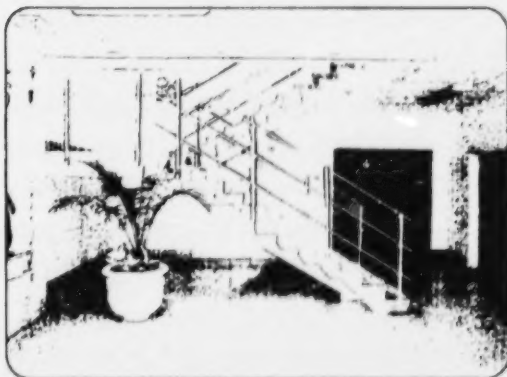
Overall, these three levels of strategies provide an effective, low-cost and fulfilling means of creating a school environment that fosters pride, orderly behavior and safety. Several benefits are listed below, which you may want to re-read after you have completed the chapters dedicated to the five SBS elements described previously.

Benefits of Implementing SBS Strategies

- ◆ Reduce real and perceived dangers. They help create an atmosphere where students, teachers, staff, and other visitors feel and are safe.
- ◆ Reduce the need for expensive and oppressive security equipment. SBS strategies are cost effective and work 24 hours a day without the need for increased manpower or costly repairs.
- ◆ Reduce disorderly and negative behavior that can create uneasiness, distract from instructional time and quality, and potentially lead to serious altercations or incidents.
- ◆ Assist the efforts of School Resource Officers, administrators, and staff by making monitoring the school easier and promoting positive behavior.
- ◆ Enhance school pride in students, teachers, staff and the community. A sense of pride increases the amount of care and concern with which a school is treated. An increased sense of pride can also translate into an enhanced sense of self-worth, which directly relates to productivity and learning.
- ◆ Create a facility that is easier for emergency response crews to move through quickly through proper signs and directions.
- ◆ Create a calming atmosphere that promotes a focus on learning.
- ◆ Provide an environment where students feel they are valued. Broken, unkempt and barren schools communicate a disregard for students; neat, attractive and functional schools communicate a sense of importance.
- ◆ Increase the sense of ownership by students by increasing their involvement with the school environment and atmosphere. People tend to take better care of what they perceive to be theirs.
- ◆ Provide additional opportunities for learning new skills such as gardening, landscape maintenance, creating works of art, and even how to collaborate with others to achieve desired goals.

Disclaimer

SBS and CPTED strategies are being put to use nationwide in a variety of settings including schools, neighborhoods, downtowns, transit facilities and others public places. Like all crime prevention techniques, using these strategies does not guarantee a crime-free environment.



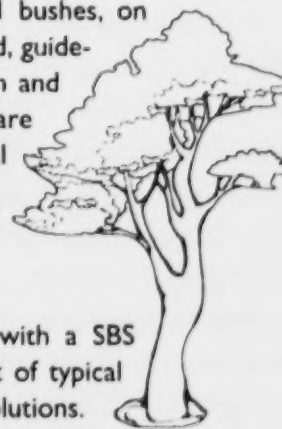
While this handbook is written for advisors and students in youth organizations, many of the recommendations will require the approval, participation and leadership of administrators, teachers, parents and community members. Students must remember that there are many competing needs for available resources and not to lose heart if their recommendations are not immediately acted upon. Additionally, chances for successful implementation of student recommendations will be related to the amount of initiative and commitment the students are willing to make on their own.

This handbook does not include information or guidelines for the use of security equipment such as surveillance cameras or metal detectors. Occasionally, the use of cameras is recommended, as a last resort to a problematic situation.

How to Use This Book

The five SBS Elements are outlined in separate chapters. Each chapter explains the purpose of the element, provides a working definition, and provides a list of typical problems and potential solutions. Photographs illustrate the elements and can be used for further discussion. At the end of the each chapter is an assessment guide. This guide can be copied for each student and used when students go around the school and school grounds to identify problems and to list potential solutions. It also provides a means of rating the identified issues. Suggestions for delivering the results and for implementing the recommendations are discussed in the chapter "Making it Happen."

A special section, titled "Trees and Other Plants," is provided in the chapter *Territorial Reinforcement*. The benefits of natural elements, such as trees and bushes, on human behavior is detailed, guidelines for selection, location and maintenance of plants are provided, and potential resources for getting plants and getting them planted are listed.



Each chapter dealing with a SBS element will provide a list of typical problems and potential solutions. Problems will vary from school to school. It is generally best to focus attention on those areas that are creating the most concern or which have the greatest potential for improving your school's atmosphere, pride, and enjoyment by all who use it.

For middle school students, instructors may want to introduce the CPTED concept themselves, based on the preceding material and ask students to read in the handbook from here forward.



CAUTION:

This manual is intended to be used with adult supervision. At no time should students be allowed or encouraged to explore vulnerable areas or confront suspicious persons.

Training Exercise #1 and 2

Begin the SBS training by exploring the conditions, behaviors and other factors that contribute to people feeling safe or unsafe in your school. Two exercises are provided for this purpose. The first is a short list of open-ended questions intended to help you see the connection between the physical condition of your school and feelings of comfort and security people have while at your school. The second exercise provides a list of items for student responses. The results of these exercises will provide important information and help make obvious issues of concern to the entire student population. Making a connection between the conditions identified by the students and the intention of SBS strategies, discussed later, will reinforce the effectiveness of using details of the school environment and policies to enhance safety.

Environmental Conditions Exercise #1

Physical Conditions

Many physical elements of your school or school grounds can either create apprehension and fear or create a sense of comfort and safety. What physical conditions make you feel unsafe and safe?

Unsafe:

Safe:

Behavior of Others

The behavior of others can have an influence on our own feeling of safety and security. What types of behavior make you feel unsafe and safe?

Unsafe:

Safe:

Environmental Conditions Exercise #2

Below are potential responses to Exercise #1. Compare these responses to your own answers. Then, from the entire list, choose six primary conditions that make you feel apprehensive or fearful and six primary conditions that provide a sense of comfort and safety.

UNSAFE	SAFE
Physical conditions that create apprehension, fear, or an unsafe environment: ☐ dim or dark areas ☐ isolated areas (hard to hear or see into or get to) ☐ deserted or seldom-used areas ☐ vacant or abandoned buildings ☐ unkempt site (litter, weeds, etc.) ☐ signs of vandalism (graffiti, broken windows, etc.) ☐ unsecured entrances/exits ☐ unsecured site ☐ being lost ☐ crowding and congestion ☐ areas hidden from view ☐ no alternate routes ☐ surveillance cameras ☐ metal detectors ☐ barbed wire fences ☐ other (describe below)	Physical conditions that create a sense of comfort and security: ☐ good lighting ☐ occupied, frequently used spaces ☐ well-maintained site ☐ secured entrances/exits ☐ secured site ☐ signs of caring (artwork, murals, gardens, landscaping, etc.) ☐ clear directions/orientation ☐ adequate and predictable room for movement ☐ good sight lines ☐ alternative paths for travel ☐ surveillance cameras ☐ metal detectors ☐ barbed wire fences ☐ other (describe below)
Behavioral conditions that increase apprehension and fear: ☐ disorderly behavior (give example) ☐ illegal activities (give example)	Behavioral conditions that increase comfort and a sense of security: ☐ orderly behavior (give example) ☐ legitimate activities (give example)
Other factors that increase apprehension and fear: ☐ lack of authority figure ☐ no source of assistance ☐ inconsistent enforcement of standards and rules for behavior ☐ other (describe below)	Other factors that increase comfort and a sense of security: ☐ presence of authority figure ☐ access to assistance ☐ consistent enforcement of rules ☐ other (describe below)

III

Natural Surveillance

The whole idea of natural surveillance is to take away opportunities for disorderly and criminal behavior by:

- Reducing the number of places offenses can take place
- Providing means to identify offenders
- Providing means to alert authorities to offenses so that they can intervene.

Additionally, knowing that you can be seen increases your sense of security and encourages you to behave in a more orderly fashion. Even creating the perception of surveillance, such as a picture of an authority figure painted on a wall, can increase people's comfort level and impact people's behavior.

Definition of Natural Surveillance

Natural surveillance is the design and placement of physical features to maximize visibility and reduce hiding places; placement of persons, activities or attractions to enhance opportunities for casual surveillance; and the lighting of entrances, exits, walkways, parking lots and other spaces used at night.

Goals for Natural Surveillance Strategies

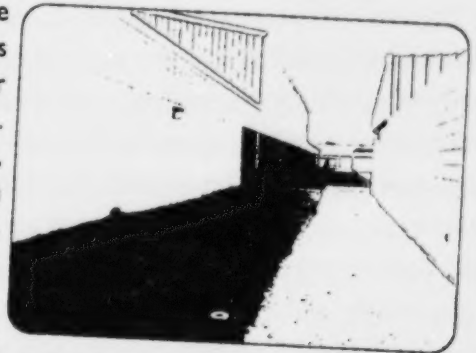
The goal of Natural Surveillance is to "see and be seen." This is accomplished by:

- Eliminating hiding or hard to see places
- Providing line-of-sight opportunities
- Good lighting
- Perceptions of human presence.

Natural Surveillance Components

There are many ways to increase natural surveillance opportunities, whether these surveillance opportunities are real or perceived. Remember,

criminals can be discouraged by just the possibility that they may be caught. Natural surveillance opportunities can be as simple as adding lights, trimming bushes or adding a regular activity to an area of your school or school grounds. More complicated and expensive strategies





include adding windows to blank walls, so that what is going on outside can be observed, or changing travel patterns to enhance foot traffic and visibility for isolated areas, making these areas less attractive as "hiding places" for criminals

or criminal acts. The strategies you choose for your school will depend upon the degree of risk or concern, the physical characteristics of your school and school grounds, and the intended use for any given area.

There are a number of physical features and activities you should take into consideration when you are trying to increase visibility throughout your school and school grounds. Some examples are:

- **Interior features:** This includes, but is not limited to, adding or uncovering windows; adding low walls or making walls "see-through"; open stairways; lighting features; and mirrors.
- **Exterior features:** This includes, but is not limited to, how canopy trees and ground covers such as grass and bushes are placed, the regular trimming of bushes and trees so that they do not become overgrown and provide hiding places or climbing opportunities, and a variety of light sources in key locations and travel patterns with good lines-of-sight.
- **Activities:** This includes, but is not limited to, increasing supervision or monitoring, adding a routine activity in an area in need of increased supervision such as putting a gardening project near an isolated parking lot or re-locating recreational or athletic activities to areas where they can more frequently and easily be monitored.

Assessment Guide for

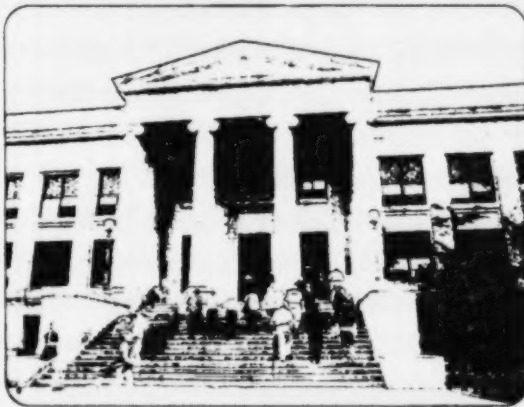
Natural Surveillance

The goal for natural surveillance is to see and be seen. This is accomplished by eliminating hiding places or hard to see places, providing good line-of-sight opportunities, making sure there is good lighting and increasing the perception of a human presence. This is most easily done by identifying areas that are hidden from view and by assessing the physical features that prevent visibility. Focus on areas where problems occur or areas that you know make students or staff uncomfortable. Refer to the following section, "Typical Problems and Potential Solutions" section for ideas. Use additional paper for explanations or additional concerns.

1. Are there areas of the school grounds that cannot be seen from inside the school building? **Y N**
 - a. If so, do undesirable or illegal activities take place? _____
If so, what are they? _____
 - b. What prevents these areas from being seen? _____
 - c. What recommendations would you make to improve visibility? _____
2. Are there hiding or hard to see places on the school grounds or inside the buildings that create concern or where inappropriate or illegal activities take place? **Y N**
 - a. If so, where are they, what are your concerns and what activities take place? _____
 - b. What prevents these areas from being seen? _____
 - c. What recommendations would you make to improve surveillance to these areas? _____
3. Is the main entrance visible from the administrative office? **Y N**
 - a. If not, how is it being monitored? _____
 - b. Are there any recommendations you can make to increase the visibility to the main entry? _____
4. Are other entrances used? **Y N**
 - a. If so, how are they monitored? _____
 - b. Can they be easily seen? _____
 - c. Do the doors have windows or optical eyes? _____
 - d. What recommendations would you make to improve visibility to and from these entrances? _____
5. Is lighting in the school and on the grounds (after dark) sufficient? **Y N**
 - a. If not, where does it need to be improved? _____
 - b. What improvements would you suggest? _____
6. Are solid material backpacks allowed? **Y N**
 - a. If so, are they a concern to you? _____
 - b. What recommendations would you make regarding backpacks? _____

Typical Problems and Potential Natural Surveillance Solutions

Below is a list of typical problems found at schools through the country. This list is a starting point. Some of the items will be relevant to your school and some will not. Additionally, your school will probably have its own unique problems, and you should work with site administrators and law enforcement authorities to come up with solutions to these unique conditions. Each problem is followed by a list of possible options.



1. Areas hidden from view (this can include mechanical/utility, parking, delivery, and garbage areas; isolated corridors and pathways; nooks and crannies; and even changes in topography).

- a. Remove barriers to increase lines of sight
- b. Add mirrors
- c. Increase supervision or monitoring by school resource officers, administrators, staff, parents, neighbors or student volunteers.

- d. Add activities or attractions to increase surveillance possibilities
- e. Limit access with plantings, art work, screens, or fencing.
- f. Increase perception of surveillance with murals, statues
- g. Limit use of the hidden areas
- h. Add surveillance cameras

2. Insufficient line of sight to entries.

- a. Move staff or administrative offices to enhance views
- b. Set up tables for staff or volunteers to monitor entryways

3. Blank building walls.

- a. Add windows
- b. Add murals that include faces of people or animals
- c. Use landscaping to discourage use of areas hidden from view
- d. Use lighting to discourage use of areas hidden from view
- e. Add activities that provide view of hidden areas

4. Freestanding solid walls.

- a. Add cutouts
- b. Lower the walls
- c. Change to a see-through fence
- d. Limit access into areas hidden from view
- e. Add mirrors to provide views of hard-to-see areas
- f. Add landscaping to deter use of areas hidden from view

5. Solid doors.

- a. Add window panes
- b. Add an optical eye

6. Covered windows.

- a. Uncover completely or partially
- b. Create a policy to limit degree of coverage
- c. Screen unpleasant or distracting views with landscaping or other materials

7. Landscaping that obscures views.



- a. Trim bushes down to 3 feet or prune the bottom up 2½ or 3 feet
- b. Trim tree canopies up to 5 or more feet
- c. Trim selected branches of trees

Caution: Obtain the advice of professionals to avoid harming the trees or creating a rapid grow-back scenario.

8. Insufficient indoor lighting.

- a. Clean, repair or replace existing fixtures
- b. Increase wattage of existing fixtures
- c. Increase number of existing fixtures

9. Insufficient outside lighting.

- a. Clean, repair or replace existing fixtures.
- b. Increase wattage of existing fixtures
- c. Increase number of existing fixtures
- d. Supplement existing fixtures with aesthetic or accent lighting
- e. Trim vegetation interfering with light
- f. Uncover windows blocking light from reaching exterior spaces
- g. Increase or turn on interior lights at key locations to assist with illumination of exterior spaces
- h. Limit access to dark areas
- i. Lease or rent supplemental lights for special occasions

Caution: The goal of outside lighting is to provide uniform light and to avoid glare. The local power company or lighting specialists can provide assistance.

10. Backpacks.

- a. use mesh or clear material backpacks
- b. limit use during the day (providing there are lockers)
- c. disallow use (providing there are classroom textbooks)
- d. designate storage areas for back packs (especially during physical education activities)



IV Access Management

Access management impacts school safety in many ways. Some major concerns are:

- ★ Prevention of trespassing
- ★ Prevention of burglaries
- ★ Easy access to the school and rooms by emergency response teams.

In addition to addressing these concerns, using access management strategies can create a sense of security and comfort to new students and visitors at your school by providing a good "wayfinding" system (see definition below). This applies to "foot traffic" as well as drivers of cars, buses and emergency vehicles at your school. Think of it. Everyone who attends, teaches or visits the school is a first-time user at some point in time. They need to know where to go, how to get there and how to avoid going into unsafe areas.

Another benefit of putting access management techniques into place at your school is that they promote orderly behavior during busy times such as the minutes between class bells. If your school has efficient travel patterns for getting to and from class and in and out of the school building, you may avoid conduct incidents and fights that arise from frustration and crowding.

Yet another positive effect of access management is that you can encourage people to walk and drive through areas that offer increased surveillance opportunities.

Definition of Access Management

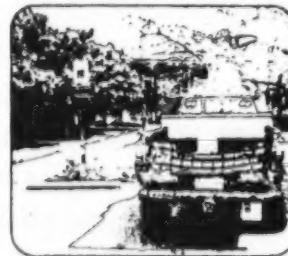
Access management is the design and placement of physical features to provide guidance to pedestrians and drivers; reduction of travel pattern conflicts; and placement of persons to deter unwanted access and the use of real or symbolic barriers.

Goals for Access Management Strategies:

1. Provide good orientation
2. Clarify appropriate routes
3. Control or prevent access
4. Create efficient, conflict-free travel routes for pedestrians and vehicles.

Access Management Components

One of the terms associated with access management is "wayfinding." Wayfinding is the process by which we get to the places we need or want to go. It includes the use



of signs, landscaping, pathways and roadways, lighting and landmarks. It's a way of letting people know where they are and where they want to go. A good illustration is going

to your favorite mall. When you pull in off the main road, there is usually a large sign with lighting and landscaping that defines the major entry. Then there are streets that circle the way lined with lighting and signs that indicate various stores. Major entrances into the mall may be marked with large arches or canopies, signs, lighting and landscaping. Once inside there may be a "you are here map" directing you to the major department stores, food court, and movie theatre. All of the elements used in wayfinding work together to provide a constant sense of orientation. The signs are usually in the same style and color, although the size will vary according to its importance. Likewise there will be a landscaping and lighting theme that is consistent throughout the mall.

It is also important to limit or control access to various parts of the building or site. For example, some schools have adopted a single entry policy or system for their school building or group of buildings. This is accomplished with the use of exit-only hardware on doors where you do not want people to enter. Your school can control or limit access by using of one or more of the following physical elements:

- ★ Distinctive facade elements that mark main entries, such as facade arches
- ★ Entrances that are prominently marked
- ★ Exits that are prominently marked

- ★ Sidewalks showing direct paths to desired entrances
- ★ Travel paths showing direct paths among buildings, wings of buildings, etc.
- ★ Signage to provide directions and decrease the likelihood of someone wandering the halls
- ★ Landscaping to make it harder or completely prevent access to off-limit areas
- ★ Landmarks (unique features) that provide a focal point and a reference point for directions
- ★ Fencing or bollards to prevent access and set property boundaries
- ★ Lighting that guides drivers and pedestrians to the appropriate or desired destination
- ★ Locks to prevent access to off-limit areas.

Using the strategies above will clarify appropriate routes; control or prevent access; and provide good orientation. When these goals are accomplished, inappropriate access and inappropriate pedestrian or vehicular activity will become more easily recognized. This ease of recognition can discourage improper use.

The use of physical elements to manage access needs to be supported by clear and consistent policies and repercussions.

Assessment Guide for

Access Management

The goals of access management are to provide good orientation, clarify appropriate routes, control access and create efficient, conflict-free travel routes for pedestrians and vehicles. This assessment can begin by pretending you are a visitor. Start at the entry to the campus, look for where you are supposed to park, find your way to the visitor check-in and then look around and see if it is clear which way would lead you to the cafeteria, library, athletic facilities and auditorium. Then check out the ways in which people might enter the building without being detected. Also, identify routes or pathways at the school that might be crowded or confusing. Look at the "Typical Solutions and Potential Solutions" sections for ideas. Answer these questions. Use the back of the page for expanding your answers.

1. Are directions for visitors clearly marked? **Y N**
 - a. If not, what items are needed? _____
2. Are there signs at each entry that direct non-students to the administrative office? **Y N**
 - a. If not, what items are needed? _____
3. Are there distinctive visitor name tags? **Y N**
 - a. If not, what improvements can be made? _____
4. Are you aware of trespassing on the school grounds or within the school? **Y N**
 - a. If so, where is it occurring and what suggestions could you make to deter trespassers? _____
5. Are the directions to the cafeteria, library, gymnasium and auditorium clearly marked? **Y N**
 - a. How can they be improved? _____
6. Are there crowded or congested areas on roads, pathways, hallways or stairways? **Y N**
 - a. If so, where are they? _____
 - b. What improvements would you suggest? _____
7. Are there areas on campus or in the buildings that seem isolated? **Y N**
 - a. If so, where are they? _____
 - b. How can surveillance or the perception of surveillance be improved? _____
8. Are there areas of the school that are used for illegal purposes? **Y N**
 - a. If so, where are they? _____
 - b. How can use of the area be discouraged? _____
9. Are there double door entries to the restroom facilities? **Y N**
 - a. If so, what changes could be made? _____
10. Are the locker areas crowded or dangerous? **Y N**
 - a. If so, what are your concerns? _____
 - b. What are your recommendations for improvement? _____
11. Are routes to school safe? **Y N**
 - a. If not, what areas seem dangerous? _____
 - b. What unsafe activities concern you? _____
 - c. What recommendations would you make? _____
12. Are there any other access management issues that you know of or that you have found by assessing the grounds and school buildings? **Y N**
 - a. If so, what are they? _____
13. What improvements would you suggest? _____

Typical Problems and Potential Access Management Solutions

Below is a list of typical problems found at schools throughout the country. This list is a starting point. Some of the items will be relevant to your school and some will not. Additionally, your school will probably have its own unique problems, and you should work with site administrators and law enforcement authorities to come up with solutions to these unique conditions. Each problem is followed by a list of possible options.

1. Insufficient directions for visitors and first-time users

- a. improve the wayfinding system with a combination of the following:
 - i. signs
 - ii. markings
 - iii. maps
 - iv. numbers, names, colors or other means of distinguishing:
 - 1. parking lots
 - 2. buildings
 - 3. hallways
 - 4. major purpose rooms including (but not limited to)
 - ★ cafeteria
 - ★ auditorium
 - ★ athletic facilities
 - ★ library

- v. landscaping
- vi. artwork
- vii. flagpole or other landmarks
- viii. lighting

2. Ineffective visitor control policies

- a. clarify policies
- b. provide distinctive, dated name tags
- c. require sign-in with contact number
- d. require sign-out and return of tag
- e. request consistent compliance

3. Unlimited site access or multiple building entries

- a. use signage to clarify appropriate entries
- b. use perimeter fencing to control access
- c. use perimeter bollards or landscaping to deter access
- d. use landscaping, lighting, or pavement treatment to enhance appropriate entries
- e. use gates to reduce number of entry points
- f. use staff or volunteers to monitor access
- g. clarify policies on use and consequences on violations
- h. reduce building entries with exit-only hardware

4. Trespassing by non-students during school hours

- a. use student identification badges or cards
- b. establish a distinctive dress code for students
- c. acknowledge and report potential trespassers

5. Travel pattern conflicts

- a. identify conflict
- b. suggest rerouting of specific users
- c. suggest adjustment of schedules
- d. clarify policies of use
- e. increase monitoring

6. Crowded road conditions

- a. reroute traffic or specific users such as
- b. parent drop-off/pick-up
- c. deliveries
- d. staff
- e. buses
- f. student drivers
- g. suggest a study to increase capacity
- h. increase incentives for walking or biking to school
- i. suggest a study to reconfigure roadways

7. Isolated parking areas

- a. increase surveillance
- b. increase perception of surveillance
- c. add activities in the area
- d. reduce use of the area
- e. separate teacher and student parking
- f. discourage use with policies
- g. restrict access
- h. create safe passageway from the area

8. Crowded sidewalk or hallway conditions

- a. enlarge sidewalks
- b. enlarge or create desirable gathering areas that remove people from the main flow
- c. reroute specific users
- d. adjust schedules
- e. clarify policies of use
- f. add lights to increase perception of usable space
- g. increase supervision to keep traffic moving
- h. add mirrors in stairways to assist with monitoring

9. Undesirable or inappropriate use of an outside or inside area

- a. develop and clarify policies for use
- b. limit outside access with fencing, barriers, and landscaping treatment
- c. limit outside or inside access with an organized activity
- d. increase surveillance

10. Double-door restroom design

- a. remove the inner door
- b. remove both doors and add a screening wall
- c. add a ventilation panel to increase auditory access
- d. add an aluminum mirror opposite of the entry

11. Crowded locker pods

- a. decrease the number of lockers in use
- b. move lockers to other areas
- c. discontinue use
- d. reuse space for a different activity
- e. adjust scheduling of use
- f. limit access during specific times

12. Unsafe routes to schools

- a. identify and report problem areas
- b. explore the development of a safe passage program
- c. increase monitoring

V Territorial Reinforcement

Territorial reinforcement is one of the most important ways that SBS differs from more traditional crime prevention measures. It is based on the idea that we usually respect and protect what belongs to us. It is made up of ways to let an outsider

know that an area or territory — such as a school — is owned, valued and cared for, and that inappropriate behavior within its boundaries would not be tolerated. Additionally, a well-cared-for school sends a strong message to students and teachers about how

much they are valued, which in turn can affect their treatment of the school, their sense of self-worth and even their desire to be achievers. Experience indicates that school with environments that express appreciation for all students have fewer behavior problems. This helps you see that it is important that students and teachers feel welcomed and respected in the school environment and that all students, regardless of cultural background, academic performance or extracurricular interests, share a sense of belonging and of ownership of the school.



Definition of Territorial Reinforcement

Territorial Reinforcement is the use of physical elements to express ownership, control and appreciation; the delineation of private, public and semi-public space; and the reduction of unassigned space.

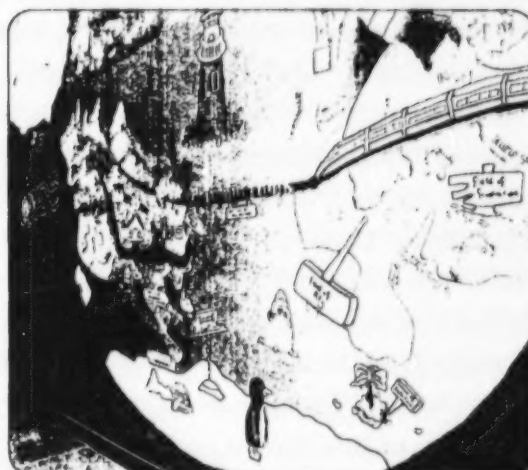
Goals for Territorial Reinforcement

1. Discourage trespassing and unacceptable behavior on school property
2. Create a welcoming environment for students, teachers and other permitted users of the school
3. Create a sense of ownership by the school population
4. Reflect the uniqueness of the school population

Territorial Reinforcement Physical Components

You will notice that the physical things we have suggested you use to express ownership are very similar to the things used to control or limit access. These common elements can be used to both clarify appropriate routes and provide an expression of ownership and pride. The critical difference is that territorial reinforcement strategies must include participation of the student population. Many of the following elements can be used both inside and outside:

- ✓ Signs
- ✓ Fences
- ✓ Pavement treatments (such as painting lines, arrows and directions on the pavement, or making the color of sidewalks or curbs different at certain entry points or parking areas)
- ✓ Colors in signs to distinguish common gathering areas (auditorium, cafeteria) from classrooms, administrative offices, and off-limit areas



- ✓ Artwork
- ✓ Murals
- ✓ Displays
- ✓ Trees and other plantings*
- ✓ Lights
- ✓ Flagpoles
- ✓ Benches and chairs
- ✓ Unique items

* See special section
"Trees and Other Plants"

Some of the items, such as student artwork, displays or banners, may be temporary in nature. In these instances, you may decide to designate appropriate areas for displays, and have policies on how long something can be displayed and how something should be replaced.

Assessment Guide for

Territorial Reinforcement

The goals of territorial reinforcement are to discourage trespassing and unacceptable behavior, create a welcoming environment for every student and foster a sense of ownership by the school population. You know you have good territorial reinforcement when you feel a sense of pride at how your school looks and when outsiders respect the boundaries. Use the following guide to identify areas that can be improved.

1. Are the school boundaries marked with signs, fencing, landscaping, lighting or other features? **Y N**
 - a. If not, what improvements could be made? _____
 - b. What improvements could a student team make? _____
2. Are the grounds of the school attractive? **Y N**
3. Are there areas that make you feel a sense of pride? **Y N**
 - a. If so, where is the area and what do you like about it? _____
4. What areas could be improved to give a better impression of the school from the surrounding neighborhood?

 - a. What improvements would you make? _____
5. What improvements could be made to make the school more grounds comfortable and welcoming for students? _____
6. What improvements could be made to make the school interiors more attractive and welcoming to students? _____
7. Are there school projects that help enhance the school environment? **Y N**
 - a. What are they? _____
 - b. What others would you suggest? _____
8. Are there artwork and displays around the school? **Y N**
 - a. If so, are all cultural backgrounds and school interests represented? _____
 - b. If not, what improvements can be made? _____
9. How do you like the landscaping? _____
 - a. What areas could use additional trees or other plants? _____
10. Are there any gardens? **Y N**
 - a. If not, what possibilities exist for adding one? _____
11. Are there areas off campus that create an unattractive or disturbing view? **Y N**
 - a. If so, where could trees be added to buffer the view? _____
12. Is there a flagpole? **Y N**
 - a. If not, where would one be added? _____
 - b. If yes, is the area attractive? _____
 - c. If not, what improvements could be made to the flagpole area? _____

Typical Problems and Potential Territorial Reinforcement Solutions

The lack of territorial reinforcement is a common problem in schools. Limited resources, maintenance concerns, and a lack of appreciation for its importance have resulted in many barren, lifeless and undistinguished schools across America. Fortunately, there are many ways in which students and teachers can make improvements. Additionally, since these strategies improve the appearance of the school and therefore the appearance of the community, other funding sources or assistance with materials may be available. For example, local nurseries may be willing



to donate plant materials if the students do the labor. Try to find someone in your youth organization who is willing to do some research on who to ask, and is willing to make speeches or presentations on the project and request funding to local businesses and community organizations.

Several of the suggested improvements may need the involvement of teachers and/or parents or lead by appropriate staff members. These strategies allow for unlimited creativity and expression — so have fun! Just make sure that all student interests and cultural backgrounds are taken into consideration.



1. Lack of perimeter definition.

- a. Add signage, fencing, lighting and/or landscaping in a manner that marks the school borders, particularly at or near entrances.

2. Unattractive grounds

- a. Add trees in selected areas
- b. Create attractive areas with plantings
- c. Add artwork or monuments

3. Unattractive and uninviting entries

- a. Add signs, either permanent or temporary, that welcome students, teachers, and other visitors.
- b. Brighten with fresh paint.
- c. Enhance with landscaping
- d. Add artwork or student displays

4. Barren halls and hallways

- a. Add color and interest with paint or artwork
- b. Encourage teachers to display student projects
- c. Create ongoing student displays
- d. Display various student and teacher accomplishments
- e. Add inspirational posters or banners

5. Lack of student or teacher involvement

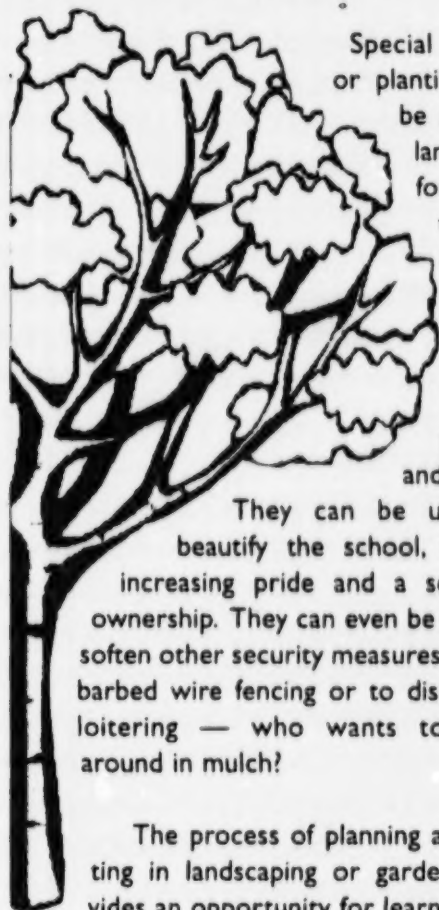
- a. Engage students and teachers in choosing enhancements
- b. Engage students in helping raise funding for enhancements
- c. Engage students in the selection and planting of trees and other plants
- d. Engage students in the development of various student displays
- e. Recruit teachers to provide leadership for school enhancement projects

6. Incomplete representation of the student population

- a. Identify all cultural backgrounds of the student population
- b. Identify the various interests of the student body
- c. Develop projects that honor all cultures and interests

Trees and Other Plantings

Trees and other plantings serve a number of purposes. They help define property lines, entries and appropriate routes and provide comfort and foster a sense of well-being. Live plants and views of live plants have been proven to have a healing, calming and soothing impact upon people. They reduce mental fatigue and promote reflection, both of which have a positive impact upon learning and behavior.



Special plants or plantings can be used as landmarks for orientation or to commemorate special people and events.

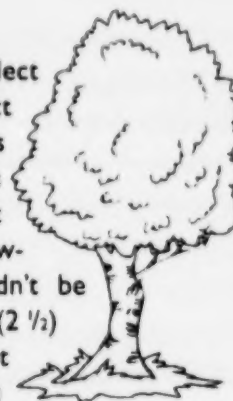
They can be used to beautify the school, thereby increasing pride and a sense of ownership. They can even be used to soften other security measures such as barbed wire fencing or to discourage loitering — who wants to stand around in mulch?

The process of planning and putting in landscaping or gardens provides an opportunity for learning new skills, working with community volunteers and getting involved with the physical surroundings in a positive manner.

Plant Selection

It's important to choose plants that are appropriate for the area being planted. Local botanical gardens, nurseries, landscape architects, horticulturists and gardening clubs can provide useful guidance and support. Choose plants that are native, hardy and low maintenance.

It's also important to select plants that will not obstruct views such as canopy trees and groundcovers. Trees should have a five (5) foot clearance underneath and flowers and low bushes shouldn't be higher than two and one-half ($2\frac{1}{2}$) feet. This will leave a $2\frac{1}{2}$ foot clearance for visibility. If you want to use bushes, either trim them up from the bottom so as not to provide hiding places or keep them trimmed down to at least three (3) feet.



Placement

Carefully choose the best locations for your plantings. Select a location where the plantings provide the greatest opportunity of being enjoyed — such as near the entrance, outside the cafeteria window, in a courtyard or along the front of the school. However, avoid letting plants conceal your school entrance from the street.



Avoid planting too close to sidewalks or roadways so that leaves, flowers, seeds or fruits won't become a hazard. Plant trees away from buildings and fences so they don't become an easy means of climbing into a window, onto the roof, or over a fence.

VI Physical Maintenance

Keeping your school and school grounds in good condition means your school can continued to be used for the



intended purpose. Poor maintenance can have a serious negative effect on the amount of time and quality of instruction and lead to problems such as vandalism, destruction of property, and an unwelcoming environment. Good physical maintenance also serves as an additional expression of that someone owns

the property and cares for it, and lets outsiders know that unacceptable behavior would not be tolerated. And at the same time, keeping the school and grounds in good condition tells students, teachers, staff members and other users that they are important, and encourages their respect for the property and one another.

Definition

Physical maintenance is the timely repair or replacement of vandalized, worn or damaged elements.

Goal of Physical Maintenance

Keep the building and grounds in good repair.

Assessment for

Physical Maintenance

The goal of physical maintenance is to keep the school in good working condition. The advantages include making sure there are no disruptions to teaching and learning. Additionally good physical maintenance lets outsiders know that the property is well cared for and that unacceptable behavior would not be tolerated.

It is possible that you will find many problems. Some will be more important than others so it is important to not only identify the problems but to prioritize them as well.

1. On another sheet of paper make a list of physical maintenance items that are located on the school grounds. For example there may be broken or burned out lights, overgrown landscaping, broken sidewalks, holes in the parking lots, graffiti on signs or any other item in need of repair or replacement.

2. After you have completed the list, review your items and on the lines below, list five items that you feel would be most important to fix or replace and then give the reason you think it is important:

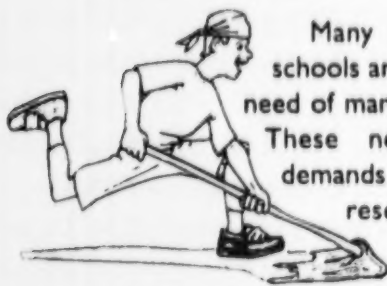
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3. On another sheet make a list of physical maintenance items that are located inside the building. Examples would include broken or malfunctioning windows or doors, locks that don't work, stained tile, burned out lights, graffiti, or any other item in need of repair or replacement.

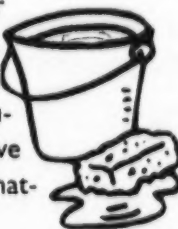
4. After you have completed the inside list, review your items and on the lines below list five items that you feel would be most important to fix or replace and your reasons for your selections:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Typical Problems and Potential Physical Maintenance Solutions



Many of our nation's schools are quite old and in need of many serious repairs. These needs make big demands on the limited resources that are available to schools, leaving little for less urgent maintenance. When students identify and prioritize maintenance items that affect safety, you can assist the administration in earmarking scarce funds to items of greatest importance to the student population. Additionally, these lists may serve as a basis to request large-scale improvements or renovations from the local school board or to request special grants or funding from community partners. Students teaming up together can make some of the improvements needed at your school to improve safety. There are times, however, when the only possible solution is to create a positive diversion to items that are unattractive or a nuisance.



1. Deferred maintenance

- a. identify maintenance items
- b. prioritize items
- c. request action according to priorities
- d. create attractive diversions
- e. camouflage

2. Limited funds

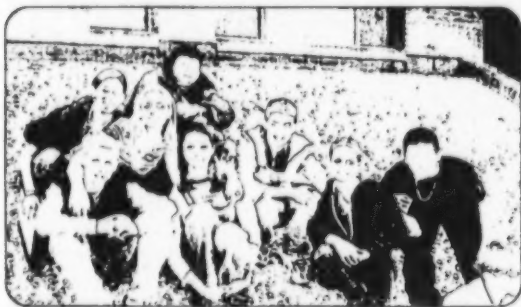
- a. request existing funds to follow priority list
- b. hold fund raising events for specific items
- c. appeal to community partners
- d. request application of grants
- e. organize work groups of students, parents, community leaders, and professionals
- f. request improvement funding from local community redevelopment allocations

3. Limited funds for ongoing maintenance

- a. provide sufficient trash and garbage receptacles
- b. reward cleanliness by students
- c. create an adoption program for various school areas
- d. create a work program for selected students
- e. use minor maintenance activities as an in-school suspension activity

VII Order Maintenance

Disorderly behavior creates an atmosphere of apprehension and can often lead to serious altercations. There is a link



between an increase in the frequency of minor acts and the likelihood of a major incident. Putting Order Maintenance strategies to work in your school, and addressing seemingly minor offenses and undesirable behavior, can maintain safety and a sense of security for students, staff, and visitors.

Definition of Order Maintenance

Order maintenance is the attention to and reduction of minor undesirable acts; expectations regarding behavior clearly stated and made evident by the physical environment; and consequences for unacceptable behavior consistently applied.

Goals of Order Maintenance

1. Clearly stated rules of conduct
2. Consistent enforcement for offenses
3. A physical environment that supports orderly behavior

Order Maintenance Useful Components

- Documents and signs that are highly visibly and clearly state rules of conduct
- Established rules for timely and consistent enforcement
- Easy-to-follow rules and regulations
- Policies that reflect input from students and teachers
- Strategies that reduce congestion
- Strategies that reduce confusion
- Physical elements that reinforce orderly behavior

Assessment for Order Maintenance

The goals of order maintenance are to have clearly stated rules of conduct, consistent enforcement for offenses, and to have orderly behavior supported by the physical environment.

1. Are there any rules that are not clearly stated or that create confusion? **Y N**
 - a. If so, what are they? _____

 - b. What improvements can be made? _____

2. Are there any rules or policies that are not followed? **Y N**
 - a. If so, what are they? _____

 - b. Do you think they are important to school safety? **Y N**
 - i. If yes, why? _____
 - ii. If no, why not? _____
3. Are there any activities taking place on campus that are allowed but you wish they weren't? **Y N**
 - a. If so, what are they and why do they create a problem? _____

4. Are there areas where there is insufficient supervision? **Y N**
 - a. If so, where and what are your concerns? _____

5. Are there areas of the school that seem constantly overcrowded? **Y N**
 - a. If so, where are they and what are your concerns? _____

Typical Problems and Potential Order Maintenance Solutions

Because the SBS elements all work together and interact with each other, when you read the previous chapters of this handbook, you encountered some issues of order maintenance. Here are some typical problems and possible options.

1. Ambiguity of policies

- a. clarify all policies
- b. distribute written copy of policies to students, teachers, parents staff and visitors
- c. post relevant policies in high-risk areas
 - i. entrances
 - ii. athletic facilities
 - iii. cafeteria
 - iv. auditorium
 - v. parking lots
 - vi. parental drop-off/pick-up
 - vii. delivery areas

2. Insufficient supervision

- a. enlist volunteers
- b. redistribute available resources
- c. adjust schedules
- d. increase ease of recognizing authority figures (differentiated clothing and/or distinctive name tags)

3. Inconsistent compliance

- a. require teachers to set an example
- b. require parents to follow procedures
- c. change policies to better match behavior — if no risk is involved
- d. do away with unnecessary procedures
- e. emphasize importance of following all rules even when they don't seem to make sense.

4. Crowding

- a. use additional lighting to make a small space seem larger and less congested
- b. differentiate travel patterns with paint or other materials
- c. increase supervision to keep an appropriate pace of movement

5. Large student population

- a. divide by grades (schools within schools)
- b. create mentoring programs
- c. create a buddy program

6. Physical conditions and/or policies that create confusion

- a. identify problems
- b. suggest solutions
- c. request further assistance

VIII Making it Happen

Getting Approval for SBS Activities

This handbook is written for advisors and students in youth organizations, but many of the recommendations will require the approval, participation and leadership of administrators, teachers, parents, and community members. The first step is for students to inform the school principal and to get approval/sign-off on the changes. Before initiating any additional changes, activities or projects, students must get specific approvals. Students may also need to get parental approval for participation in after-school activities, being part of assessment activities, and improvement projects.

Resources

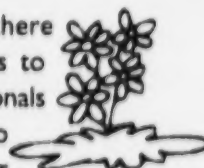
There are many competing demands on the limited resources available to our nation's schools. However, there are many ways that students can generate funds for school safety improvements. They include resources that are free for the asking, student and parent fundraising events, grants, community redevelopment resources, community partnership support, reallocation of existing improvement funds and the use of capital improvement dollars.

You must be able to make a good case for your school's safety concerns in order to be successful at getting cash or in-kind donations, or even changing policy. The assessment forms associated with each SBS element can be

helpful. They will help you summarize and prioritize all responses. Let the responses be the basis of any request, as they will address issues of concern and desired improvements. This will assure the decision makers that the improvements would be worthwhile, increasing student safety, and helping students feel more safe at school.

Free Resources

In every community there are free resources and ways to get to them. Local professionals and artists are often happy to provide guidance, expertise or contributions. Examples include asking a local artist to provide artwork for a mural, asking a local nursery to contribute low-maintenance plants, or asking the local paint store to donate paint, painting supplies, and employee time to volunteer on your painting improvement project. Community organizations, neighborhood/homeowner associations, or business networking groups may be willing to assist with contributions, expertise or fundraising events.



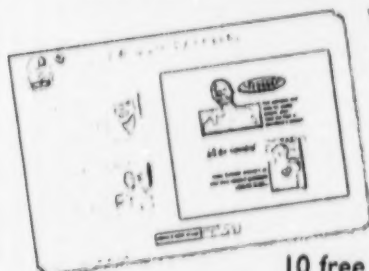
Many schools are developing relationship with large corporations, referred to as "community partners," who are willing to provide funding for specific projects each year. In some communities, these corporate partners provide funding for initiatives



such as new directional signs to be used throughout the school and school grounds, or second sets of textbooks so that backpacks can be eliminated at the school. You may want to reach out to the local real estate offices in your community for corporate sponsorships. Real estate professionals have a great interest in the quality and safety of schools, because schools are a major "selling point" when selling homes.

Whenever you approach a business, organization or individual for help, be sure to give them some sort of recognition so that they know you appreciate their help. You may want to present them with a certificate of appreciation or write a letter to the editor of your local newspaper to publicly thank them for their contribution of time and resources.

There are also state-level and national-level resources. They can be found by searching the world wide web. For example, The National Arbor Day Foundation provides a children's poster contest, activities guide, tree-related curriculum kits and a basic membership that includes



10 free trees. (www.arbor-day.org) Trees Are My Friends (www.treesaremyfriends.org) is another on-line source for information, activities and action ideas.

Fundraising Events

Students and parents frequently organize fundraising events for school improvements, including improvements to address safety issues. It is best to have a specific project in mind so contributors will be know exactly how their money will be used. Additionally, it is helpful if local professionals, such as landscape architects or horticulturists, join in by contributing their time and expertise. They may provide a sketch of the changes to buildings, lighting, signs, or landscape design that you can use in a brochure to promote your fundraising event. This will assure the contributors that their money will be used efficiently and in a manner that has long-lasting benefits to the school and the community. Youth Crime Watch of America (YCWA) publishes a fundraising manual that may also be useful in putting on events to raise money for your SBS program.



Grants

This is another funding area in which some research on the world wide web will probably help you find places to get funding. You should consider all of the activities you will be (or could be) engaging in by initiating SBS components at your school. You should search for benefactors who like to fund any of the activities or benefits that might be gained from SBS. Here are a few to look for:

- ✓ Youth Leadership
- ✓ School Safety
- ✓ Crime Prevention
- ✓ Action Projects
- ✓ Community Beautification
- ✓ Environmental Appreciation
- ✓ Community Service
- ✓ Substance Abuse Prevention
- ✓ Promoting School Attendance
- ✓ Cultural Inclusion & Sensitivity
- ✓ Cultural/Arts Projects
- ✓ Peer and Cross-Age Teaching

Visit the following websites for ongoing opportunities to apply for funding for school improvement projects:

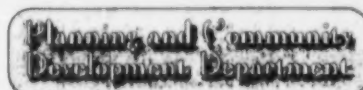


- ✓ The National Tree Trust's Community Tree Planting Program provides 100+ tree seedlings, containers, and cash for potting soil to schools and community groups. (www.nationaltrust.org).

- ✓ The US Department of Agriculture makes federal resources available for community-based environmental projects in underserved neighborhoods. (www.fs.fed.us/spf/coop/urp_contacts.htm).
- ✓ The National Corporation on Community Service frequently provides mini-grants for youth-led community service projects. Visit their website at www.cns.org and sign up for their e-mail service that lets you know when grants are available.

Community Redevelopment Funds

One source of money to be sure to keep in mind is redevelopment dollars that have been or will be allocated to the redevelopment of the neighborhood surrounding your school. It's wise to check with the city or county planning department or the community redevelopment office to ask about redevelopment projects in the area. Since the school is a major community asset and its attractiveness and safety are a major consideration for new home buyers, community funds can sometimes be allocated to school improvements, particularly those that increase the value of the adjoining homes and businesses.



Reallocation of Existing Funds

It is true that resources are scarce for school, but there is money set aside that is being spent every day for on-going maintenance and repair. Create a list of school safety priorities and provide it to the school principal, and note which items are of particular concern to the students that can be quickly addressed, and maybe some of the funds that are available can be redirected to take care of these concerns. This will be particularly true if the suggested improvements can reduce the likelihood of a student being harmed; this reduces the likelihood that the school or school district will be held liable in a lawsuit.

Capital Improvements

Each school district has a capital improvement plan that is reviewed and adopted on an annual basis by the local school board. The school board is made up of elected officials who are responsible voting on how funds will be spent. The items on a capital improvement budget are physical improvements that tend to be costly and therefore may be scheduled for completion over a number of years.

In order to have more expensive physical improvement recommendations considered, let the principal know that the stu-

dents want the improvement, so that the principal can request that the school system Superintendent consider getting funding for the improvement in the capital improvement budget. It will be up to the Superintendent to consider all of the funding requests from all the schools. This includes figuring out how much each of the requests would cost, setting priorities of how the limited resources of the school system should be spent, and making recommendations for a school board vote.

On Your Way

By reading this manual, you have already made an important first step in helping your school and fellow students to be Surrounded By Safety, and you have shown your commitment to the initiative. The checklists will be your next step in assessing the safety of your school and school grounds, and they will help you prioritize which projects or issues you want to tackle first. Do not be discouraged if you cannot implement all of your changes in one academic year. Just keep in mind that every change you do implement is a change for the better and helps make your school a better place to learn and grow.



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